

## North Springs Elementary

1300 Clemson Road

Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	757 Students	
<b>Principal</b>	Denise L. Barth	803-736-3183
<b>Superintendent</b>	Dr. Stephen Hefner	803-787-1910
<b>Board Chair</b>	Stephen Shellenberg	803-736-5530

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Good	At-Risk
2005	Good	At-Risk
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

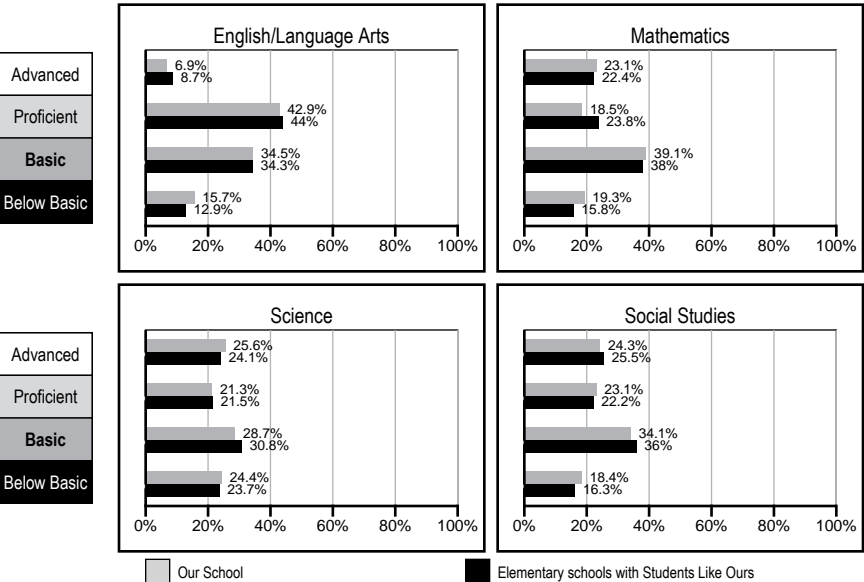
96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	26	41	1	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=757)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.7%	1.7%	2.3%
Attendance rate	97.5%	Up from 97.4%	96.6%	96.3%
Eligible for gifted and talented	17.0%	Down from 20.0%	17.9%	10.4%
With disabilities other than speech	5.7%	Down from 6.1%	6.5%	7.5%
Older than usual for grade	0.0%	Down from 0.1%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	63.0%	Up from 57.6%	60.7%	56.7%
Continuing contract teachers	75.9%	Up from 74.6%	79.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Down from 86.3%	87.8%	86.4%
Teacher attendance rate	95.9%	Down from 96.7%	95.1%	94.9%
Average teacher salary	\$47,116	Up 7.3%	\$46,566	\$45,345
Professional development days/teacher	12.3 days	Down from 12.5 days	12.7 days	12.6 days
<b>School</b>				
Principal's years at school	6.5	Up from 5.5	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 18.1 to 1	19.7 to 1	18.5 to 1
Prime instructional time	91.9%	Down from 92.7%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,113	Up 11.3%	\$6,515	\$7,052
Percent of expenditures for instruction*	71.4%	Down from 72.1%	70.3%	69.1%
Percent of expenditures for teacher salaries*	67.2%	Down from 69.1%	66.8%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

North Springs Elementary School faculty and staff provide exemplary instruction for ALL children in a caring and safe environment. Our faculty and staff share the same high expectations as the parents: a safe, clean environment where all children experience academic success. Our community actively seeks a role in the education and celebration of our children.

Our children benefit from this strong partnership with our community as has been evidenced by being named a Carolina First Palmetto's Finest School in 2001, and a Palmetto Gold School in 2001, 2002, 2003, and 2004. In 2003, 2004, 2005, and 2006, we were recognized for Bridging the Achievement Gap. We hold the Schools of Promise designation and were named a Red Carpet School in 2004. Our Academic Team was named first in the state in 1998, 2001, 2002, 2003, 2004, 2005, 2006, 2007 and 2008.

School Year 2007-2008 was filled with excitement. With the support of our community for the district's bond referendum, North Springs received a beautiful, state-of-the-art classroom wing with 14 classrooms, two offices and a conference room. We celebrated our twenty-fifth anniversary on February 24th with a huge community program. Most importantly, our students, teachers and parents were recognized with the Exemplary Writing Award in Spring 2008.

Students are provided a myriad of enrichment activities, which include a fifth grade trip to Florida to swim with the manatees. Our integration of technology is outstanding. We have ITEC classrooms in both fourth and fifth grades, and the use of our school-wide wireless network allows any classroom to be ITEC-on demand. Nine of our teachers have obtained National Board certification. Eight teachers are awaiting their results and six teachers have begun the process.

Our Number One Goal at North Springs is Academic Achievement. Our percentage of students meeting standard on PACT exceeded the state in Math, ELA, Science and Social Studies. We utilized MAP testing (Measures of Academic Progress) in grades two through five. North Springs' students scored at or above the district average at all grade levels in both Reading and Math. Using our Garden of Learning theme, we celebrate the academic achievement of all children and work as a unified team to prepare our children to lead in the 21st century.

Denise L. Barth, Principal  
Bobbie Coward, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	149	38
Percent satisfied with learning environment	95.6%	83.9%	89.5%
Percent satisfied with social and physical environment	100.0%	85.8%	84.2%
Percent satisfied with school-home relations	97.8%	89.0%	92.1%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.5%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	426	99.5	15.5	34.6	43	6.9	63.1	54.9	48.2	Yes	Yes
<b>Gender</b>											
Male	224	99.1	19.6	30.4	47.1	2.9	60.8	47.6	41.7	N/A	N/A
Female	202	100	11.1	39.2	38.6	11.1	65.6	62.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	101	100	6.2	32	48.5	13.4	78.4	75.1	60	Yes	Yes
African American	292	99.3	19.2	37.2	39.1	4.5	55.6	44.1	31.7	Yes	Yes
Asian/Pacific Islander	13	100	15.4	7.7	69.2	7.7	84.6	74.4	70.4	I/S	I/S
Hispanic	18	100	13.3	33.3	46.7	6.7	73.3	45.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	46	95.7	52.5	35	12.5	0	20	20.4	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	23	100	9.1	18.2	63.6	9.1	81.8	51.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	186	98.9	25.5	40	31.5	3	47.9	37.4	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	426	100	19.3	39.1	18.5	23.1	55.6	50	45.8	Yes	Yes
<b>Gender</b>											
Male	224	100	20.5	36.1	18.5	24.9	56.6	48.2	45.6	N/A	N/A
Female	202	100	18	42.3	18.5	21.2	54.5	51.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	101	100	6.2	34	25.8	34	72.2	73.9	59	Yes	Yes
African American	292	100	25.1	41.6	15	18.4	47.6	37	26.9	Yes	Yes
Asian/Pacific Islander	13	100	7.7	15.4	38.5	38.5	84.6	79.1	71.3	I/S	I/S
Hispanic	18	100	13.3	46.7	20	20	66.7	40.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	46	100	51.2	39	7.3	2.4	19.5	20.9	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	23	100	4.5	36.4	27.3	31.8	72.7	51.5	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	186	100	31.9	42.2	15.1	10.8	38.6	32.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	274	100	24.4	28.7	21.3	25.6	46.9	43	35.7	97.5	97.3
Gender											
Male	144	100	24.1	27.1	24.1	24.8	48.9	44.2	37.4	97.2	97.2
Female	130	100	24.8	30.6	18.2	26.4	44.6	41.8	33.8	97.8	97.5
Racial/Ethnic Group											
White	68	100	10.9	17.2	25	46.9	71.9	68.8	49.2	97.1	97.2
African American	187	100	30.8	32	20.9	16.3	37.2	29.1	17	97.7	97.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	98.1	98
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	37.1	24.9	97.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.5
Disability Status											
Disabled	31	100	74.1	18.5	3.7	3.7	7.4	18.6	14	96.5	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	19	100	5.3	42.1	15.8	36.8	52.6	43.8	24.4	97.2	97.2
Socio-Economic Status											
Subsided meals	122	100	38.9	29.6	17.6	13.9	31.5	24.7	21.1	97.2	96.8

Social Studies

All Students	273	100	18.4	34.1	23.1	24.3	47.5	42.9	34	97.5	97.3
Gender											
Male	148	100	19	29.9	21.9	29.2	51.1	44.7	36.6	97.2	97.2
Female	125	100	17.8	39	24.6	18.6	43.2	40.9	31.3	97.8	97.5
Racial/Ethnic Group											
White	58	100	7	26.3	26.3	40.4	66.7	62.5	44.5	97.1	97.2
African American	193	100	21.9	39.9	20.8	17.4	38.2	31.9	19.1	97.7	97.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	98.1	98
Hispanic	14	100	25	8.3	33.3	33.3	66.7	37.4	27.5	97.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.5
Disability Status											
Disabled	31	100	42.9	39.3	3.6	14.3	17.9	21.3	14.4	96.5	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	45.9	27.3	97.2	97.2
Socio-Economic Status											
Subsided meals	114	100	34	35.9	13.6	16.5	30.1	25.3	21	97.2	96.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	130	100	8.4	26.1	52.9	12.6	65.5
	4	179	100	12.6	42.5	42.5	2.4	44.9
	5	137	100	22.5	46.5	31	0	31
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	131	100	8.3	22.5	55.8	13.3	69.2
	4	121	100	13.9	27	52.2	7	59.1
	5	174	98.9	22.2	49.4	26.6	1.9	28.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	130	99.2	6.8	50	23.7	19.5	43.2
	4	179	100	13.2	42.5	23.4	21	44.3
	5	137	100	21.7	42.6	21.7	14	35.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	131	100	9.2	50.8	20.8	19.2	40
	4	121	100	22.6	27	13.9	36.5	50.4
	5	174	100	24.5	39	20.1	16.4	36.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	65	100	20.3	40.7	13.6	25.4	39
	4	179	100	28.7	34.1	18	19.2	37.1
	5	69	100	33.3	33.3	16.7	16.7	33.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	66	100	10.2	37.3	39	13.6	52.5
	4	121	100	28.7	23.5	20.9	27	47.8
	5	87	100	28.8	30	8.8	32.5	41.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	63	100	3.4	39	23.7	33.9	57.6
	4	179	100	20.4	42.5	19.8	17.4	37.1
	5	68	100	34.9	27	15.9	22.2	38.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	65	100	3.3	32.8	36.1	27.9	63.9
	4	121	100	15.7	33	22.6	28.7	51.3
	5	87	100	34.2	36.7	13.9	15.2	29.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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